

Accurate English Learner Data in MSDS



Giving something extra puts students on top!

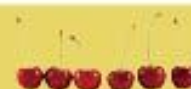
MPAAA Fall Conference 2013

Introductions

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OFS MISSION

Accelerate student achievement
through school improvement
by working as partners to
maximize the allowable use
of supplementary resources.



Overarching Goal

The primary goal of the Office of Field Services Special Populations Unit is to support schools in helping all students achieve high academic standards and close the achievement gaps for the subgroups.

Objectives of the Session

- Inform district teams of new developments regarding coding and exiting of Limited English Proficient (LEP)/English learner and programs.
- Ensure 100% accuracy of LEP/EL reporting in MSDS.
- Address questions/concerns.



Title III, Part A, Limited English Proficient (LEP) & Immigrant Students Programs...

- Ensure speedy acquisition of, and proficiency in the English language.
- Assist LEP & immigrant students in meeting the State language proficiency and content area standards.
- Improve teacher quality and provide evidence-based instructional programs.
- Assist the transition of immigrant children and youth into American society.

LEP Home Language & MSDS

- When uploading to Michigan Student Database System (MSDS), the primary language of an EL/LEP is automatically identified as the first reported. If more than one language is reported, the LEA can determine which is primary by the yellow star.
- When manually updating an MSDS record, clicking the appropriate language star will designate it as the primary language.

LEP Instructional Program Code (MSDS)

- To ensure accurate reporting to USED/CSPR students must be coded with the correct LEP Instructional Program Code (LIPC) in MSDS.
- LIPCs include: *Bilingual Dual-Language Instruction, Bilingual Two-Way Immersion, Transitional bilingual Instruction, Bilingual Heritage Language Instruction, English as a Second Language (ESL) Instruction, Sheltered ESL Instruction, Structured English Immersion, Content-based English as a Second Language, Newcomer program.*

LEP Exit reasons

- A student who is no longer LEP/EL should be exited from MSDS during the school year they test proficient or graduate with the appropriate LEP exit status.
- A student who remains LEP/EL from one school year to the next must be re-reported as LEP in the district's MSDS Fall General Collection.

LEP Exiting

What happens if you don't get the Proficient test result until after the school year ends (June 30th)?

There will now be a “window” to exit students before the Fall Count Date using the SRM Collection:

- SRM As of date MUST be between fall re-open date and before the Fall Count Day
- The LEP Exit Date MUST be on or before June 30th of prior school year in which student tested proficient.

LEP & Accountability

- Unique Identification Codes (UICs) for the same child in MSDS and in the Office of Standards and Assessment's (OSA) WIDA records ***must match***.
- Different UICs for the same student should be linked within MSDS.

LEP & Accountability

- If a LEP student transfers districts, the receiving district must submit the student in MSDS with the student's LEP information to maintain data accuracy for reporting and accountability purposes.



LEP & Accountability

- The receiving district is held accountable for a LEP student ***regardless of whether the agency enters the student as LEP in MSDS.***
- Once a student is flagged as LEP within MSDS, the flag will not be removed until the student is exited as proficient or has graduated.
- Students with parent waiver from EL services will be included in the accountability measures if the student was served ***anytime*** during the two years for which AMAOs are calculated.



LEP & Accountability

- MSDS generates a warning for students submitted without the LEP Component who were reported by any district at any time during last 12 months as 'LEP eligible' without being exited.

False LEP Records

"False LEP" is a student who was incorrectly flagged as LEP due to

- Data entry error. For example,
 - Initial Home Language Survey indicates that only English is spoken by a) the student; b) at home.

Exiting “False LEP”

- Creating process where LEAs submit an appeal request for incorrectly reported LEP to be reviewed by OFS and OESRA.
- Once approved, OFS submits list of students to CEPI who will remove the “LEP flag” within MSDS to prevent carrying LEP forward.
- Historical LEP information is maintained due to previous reporting to USED.
- Students **will not** be tested on WIDA
- Students will be coded as FLEP for 2 years but will not be counted as LEP for reporting or accountability purposes.

LEP in Private Schools

- Public Schools are required to consult and coordinate efforts with private schools to identify LEPs.
- Public schools should assess LEP using trained staff.
- Public schools can use Title III for assessing LEP students enrolled in Private schools.
- Public Schools that provide LEP services to private school students must enter those students into the MSDS.

LEP in Private Schools (cont.)

- A private school LEP student is entered as a student ***in the servicing district*** but is identified as a private school student in the Membership Component/Student Residency Status section.
- The student must be coded correctly in the residency status category:
 1. Residency code 04 means student attends non-public school; does not reside in the district;
 2. Residency code 08 means student attends non-public school; resides in the district.

Verifying that your agency's LEP data has been uploaded to MSDS . . .

Staging Program Participation Report:

Center for Educational Performance and Information - Michigan Student Data System	
Program Participation Count	
<i>Certified Data</i>	
Collection: Fall 2010 General Collection 2010-2011	
Entity: Walkerville Public Schools (64090)	
Description: Program Participation Count	
Operating District	
Walkerville Public Schools (64090)	
Program	Count
Limited English Proficient	104
Migrant Education	73
Special Education	59
Total:	236
Operating District	
Walkerville Public Schools (64090)	
Walkerville Public Schools (64090) Count:	
236	

LEP & MEGS PLUS ISSUES

- Failure to join a consortium by the consortium deadline:
 - The list of members is pulled on the day of the deadline and serves as the final list for allocations.
 - LEAs which join after this date may appear as consortium members in the consortium lead's MEGS application, but will not receive funds because their LEP students will not be in the allocations database.

LEP & MEGS Plus ISSUES (cont.)

- Failure to join a consortium if the LEA has a preliminary allocation of less than \$10,000
- The deadline to join a consortium was September 19, 2014. Agencies that must join a consortium to remain eligible are contacted directly by MDE in advance of the deadline.

Assessment of ELs

Who needs to be tested?

- **All** LEP eligible students must be tested on the annual state ELP assessment (WIDA).
- LEP eligible students may include foreign exchange students.
- Students with disabilities who qualify for the WIDA Alternate assessment must participate in such assessment.

Assessment of ELs (cont.)

- Students should only take the WIDA-ACCESS Placement Test (W-APT) **once**
- WIDA must **NOT** be administered to FLEP students after they have been officially exited from program
- **IMPORTANT** – failure to test children in all 4 domains adversely affects AMAO results.
- LEP with parent waivers from EL services must be tested on spring WIDA.

ESEA Section 3113(b)(3)(D)

Testing Proficient, Exiting LEP in MSDS

- Once a student has been determined proficient, exit her from LEP in MSDS (LEP Exit Date and LEP Exit Reason = 50).
- Once exited, the student is flagged as Formerly LEP (FLEP).
- FLEPs are included with LEPs up to two years when calculating accountability measures and for AMAO 3 (AYP).

Testing Proficient, Exiting LEP, & MSDS (cont.)

- All exit decisions must be recorded in MSDS ***prior to June 30 of the year in which the student should be exited.***
- An LEA is required to include a LEP Re-Entry Date if a student is re-classified as LEP after having been exited.



LEP Exiting

What happens if you don't get the Proficient test result until after the school year ends (June 30th)?

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LEP & Special Education

- In Michigan students with disabilities are eligible for special education services until age 26.
- Title III serves ELs through age 21.
- If an EL student receives their Special Education certificate of completion and exits the K-12 system (district exit status code 20), they can be exited from LEP as code 53 - Student Graduated in MSDS.

LEP: Section 41 Bilingual Education

- Section 41 data will be aggregated by MDE and provided to grant applicants.
- Agencies ***must*** use the MDE-provided data when entering counts in their Section 41 MEGS+ application.
- MDE will monitor grant recipient agencies to ensure that the LIPC counts entered into MSDS are accurate.

LEP: Section 41 Bilingual Education

- Enter the correct LEP Instructional Program Code (LIPC) in MSDS for each LEP student. Assign the LIPC that best describes the program delivery for that student.
- Bilingual program models include the following four MSDS LIPCs **only**:
 - Bilingual Dual-Language Instruction (05)
 - Bilingual Two-Way Immersion (06)
 - Transitional Bilingual Instruction (07)
 - Bilingual Heritage Language Instruction (08)

Title III Immigrant Grant

Under federal law, a student must meet the following three criteria in order to be considered immigrant:

- Age 3 through 21; ***and***
- Not born in any U.S. State or Puerto Rico; ***and***

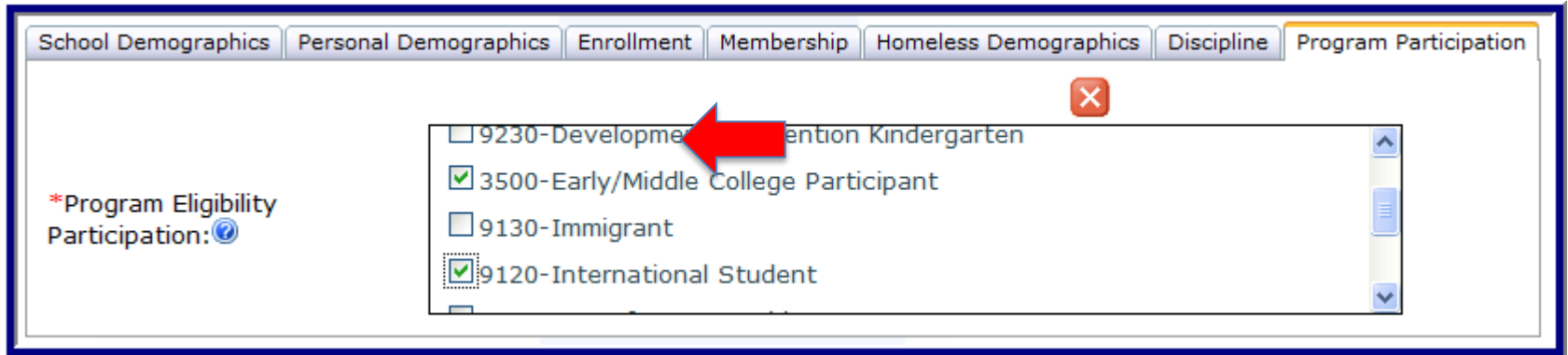


Title III Immigrant Grant (cont.)

- Has not attended one or more schools in any one or more U.S. States for more than 3 full academic years.
 - The “3 full academic years” are ***cumulative*** and the LEA’s are responsible for tracking cumulative time a student has attended US schools.

Title III Immigrant and MSDS . . .

Immigrant status is code 9130 in the Program Eligibility Participation component.



School Demographics Personal Demographics Enrollment Membership Homeless Demographics Discipline Program Participation

*Program Eligibility Participation: ⓘ

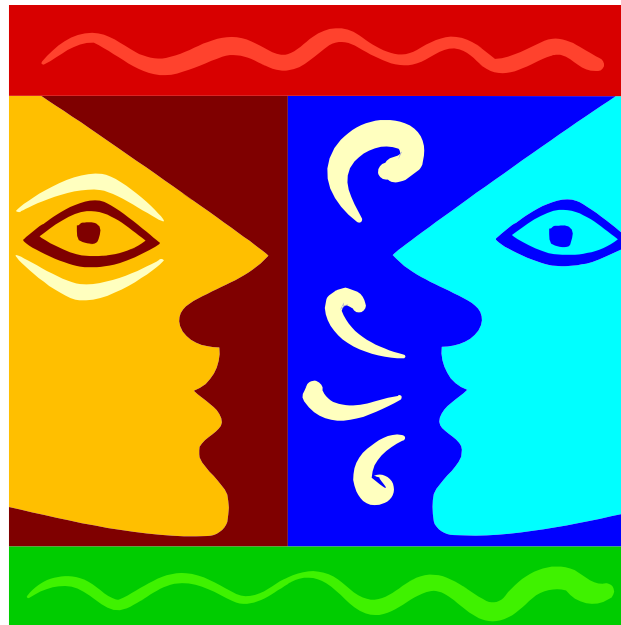
- ☐ 9230-Developmental Delay Kindergarten
- ☒ 3500-Early/Middle College Participant
- ☐ 9130-Immigrant
- ☒ 9120-International Student

“Country of Birth” and “Year of Entry” must also be submitted in Personal Demographics.

MSDS Sidebar. . .

Reminder! It's important that all your data be accurate as you never know what it may tie into for Federal/State/Assessment requirements!

Discussion



Contact Information

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Questions regarding MSDS:

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Questions regarding LEP or Immigrant Data

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